

# Cambridge IGCSE™

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**AMERICAN HISTORY (US)****0409/02**

Paper 2 Depth Study

**May/June 2024**

MARK SCHEME

Maximum Mark: 45

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**Published**

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **48** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**0409/02**  
**American History**  
**Paper 2**  
**Depth Study**  
**June 2024**

**Depth Study A: Manifest Destiny and Early Expansion 1830–1880**

Question	Answer	Marks
1	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about law and order in the West in the 1870s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The painting shows the violence that is associated with life in the cow towns that sprang up in the mid-west. From it, you can learn that shootings took place outside saloons. Cowboys on horses are shown firing their pistols and rifles and a man standing outside the entrance to the saloon bar has fired his pistol at the riders. You also learn that there were casualties from such violence as the man has also been shot and is falling to the ground and one of the cowboys also appears to have been shot and has fallen from his horse. A poster on the wall offers a reward of \$1000, indicating that lawlessness was serious enough for large rewards to be made for information which would lead to the arrest of criminals. Cowboys would come into town to socialise after they had completed their long cattle drives and would usually spend time in the local saloon bars. Most cowboys carried guns and, under the influence of alcohol, it was common for arguments and fights to break out. Violence was the result and this sometimes involved the use of guns. Cow towns like Dodge City and Abilene had reputations for being centres of lawlessness where cowboys engaged in ‘shootouts’. This painting depicts the lawlessness associated with such towns, although in reality shootings were not common events. Most people respected the law.</p> <p><i>Other relevant responses should also be credited.</i></p>	6

Question	Answer	Marks
1	<p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It shows a shooting taking place outside a saloon bar in a cow town in the mid-west.</li> <li>• Cowboys are involved in the shooting and several men appear to have been shot during this violent episode, including a man coming out of the saloon who has fired his pistol at the riders.</li> <li>• Cowboys normally carried guns and fights were common; they sometimes involved the use of guns.</li> <li>• Cow towns like Dodge City had reputations for lawlessness but shootings were not everyday occurrences.</li> </ul> <p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• A shooting is taking place outside a saloon in a cow town.</li> <li>• Cowboys are firing guns, and some men have been shot.</li> <li>• Cow towns were violent places; people did not respect the law.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• Men on horses are firing guns.</li> <li>• A man has been shot and is falling to the ground.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
2	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying how the system of enforcing law and order operated in the West? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The account is useful because it provides some information on the type of work performed by Marshals attempting to impose law and order in the West. It lists the types of crimes for which the Marshall could make arrests and they included serious crimes like murder, manslaughter, rape, robbery and arson. It also included the crime of deliberately placing obstacles on a railroad track. The source demonstrates that a system for maintaining law and order was in place and was operating in the West in the 1860s. It refers to the western district of Arkansas but does not mention whether such a system operated in other areas, especially in the Territories. While the source is useful it is narrow in its focus and does not mention other law officers like sheriffs who were involved in law enforcement, neither does it refer to the court system and its judges. The source makes no reference to how effectively the system operated and whether there were enough officers to cover the area under their jurisdiction. This limits its usefulness. Also, the source outlines what was supposed to happen not necessarily what actually happened.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The account provides some information on law enforcement in the western district of Arkansas.</li> <li>• It lists the crimes that law officers like Marshals needed to make arrests for including serious crimes like murder, robbery, rape and arson.</li> <li>• It says that if the Marshal believes a person to be guilty of a crime, he could make an arrest without obtaining a warrant first.</li> <li>• However, the account is narrow in its focus and does not refer to the duties of other law enforcement officers; neither does it say how well the system operated.</li> </ul>	7

Question	Answer	Marks
2	<p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"><li>• The account lists the crimes for which the Marshal could make an arrest.</li><li>• It lists crimes such as robbery, murder, rape and arson.</li><li>• It shows that law officers were employed in the West.</li></ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• US Marshals were important.</li><li>• They had to stop crime.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
3	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the lawlessness that existed in Lincoln County in the late 1870s? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The account is reliable because it is taken from a book written by Pat Garrett who was appointed sheriff of Lincoln County in 1880. It is a reliable source as Garrett had a good knowledge of the types of people involved in the disturbances between 1877–79 which became known as the Lincoln County War. Garrett’s description of the general lawlessness in the County when law officers struggled to deal with the large number of robberies and murders that took place is factually correct. Garrett believes that the crimes were committed by the lawless element of society, such as highwaymen, escaped convicts and outlaws. He also says that the outlaw Billy the Kid was involved in criminal activity during this period. The source was written by somebody responsible for law enforcement, a man who was appointed sheriff in 1880, just after the war had ended. Soon after his appointment Garrett located Billy the Kid and killed him, publishing his account of Billy’s career of crime in 1882. Garrett may well have exaggerated the depth of lawlessness that existed in Lincoln County and his direct involvement with Billy the Kid limits the reliability of the source. Garrett may well have been trying to justify his actions by painting a picture of extreme lawlessness in the area.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The account refers to the Lincoln County War of 1877–79 and lists the types of law breakers who were responsible for the lawlessness in the area.</li> <li>• The author, Pat Garrett, says that most of the criminal activity was committed by the lawless element of society, men who did not respect the law.</li> <li>• Garrett was appointed sheriff of Lincoln County just after the war ended and so had a good knowledge of what had gone on.</li> <li>• However, he may well have exaggerated the depth of lawlessness; he went on to kill one of those involved in the lawlessness – Billy the Kid.</li> <li>• The reliability of Garrett’s account is limited as he was directly involved in catching some of the law breakers.</li> </ul>	7

Question	Answer	Marks
3	<p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The account says that murders and robberies took place across Lincoln County, starting in the spring of 1877.</li> <li>• It says that the law breakers were men such as highwaymen, escaped convicts and outlaws.</li> <li>• It was an account by Pat Garrett who was appointed sheriff in 1880.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• Lots of people broke the law in Lincoln County.</li> <li>• There was a war in Lincoln County.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
4	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their accounts of law and order in Montana in the 1860s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The sources provide contrasting accounts of law and order in the town of Virginia City in Montana in the 1860s. Source D describes the lawlessness associated with life in a mining town like Virginia City. After a shift in the gold mines, miners would visit the nearest town to socialise and relax. They would go to the saloon to spend their money on drink and female company. Many would get drunk and this was the cause of disputes between miners, sometimes resulting in fights and even the use of guns. It says that street fights were common as was the use of guns. It suggests a high level of lawlessness in mining towns. This contrasts quite sharply with Source E, an account by Granville Stuart who was a civic leader in Virginia City in the 1860s. Stuart is celebrating the granting of territorial status to Montana in 1864. He praises the system of local government and the passing of local laws to enforce law and order. He says that ‘law now reigns supreme’ in Virginia City, with law breakers being promptly arrested and tried by judge and jury. Both sources have contrasting views of the state of law and order in the region in the 1860s. Source D is the view of an author, N. P. Langford, who was writing about the work of vigilante groups and he is naturally concentrating upon the lawlessness that forced vigilantes into action. He therefore paints a picture of law breaking being a key concern in mining towns. Source E, in contrast, is the view of Granville Stuart, a civic leader who went on to play a leading role in the establishment of local government in Montana. He wishes to record the progress that has been made and the proactive enforcement of law and order across the Territory. The circumstances of the authors and their standpoints help to explain why their views differ.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
4	<p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D is the view of N. P. Langford who wrote a book about vigilante activity in the West; he paints a picture of general lawlessness in Virginia City, with shootings and fights in the saloons and on the streets.</li> <li>• Source E is the view of Granville Stuart, a civic leader, who writes in celebration of the granting of Territorial status for Montana; he played a leading role in the enforcement of law and order.</li> <li>• The sources reflect conflicting attitudes; one wishes to highlight the lawlessness in order to explain why vigilantes were active; the other wishes to spell out how the Territory was organising itself, setting up a system to enforce law and order and punish lawbreakers</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D says that lawlessness was common in the saloons and on the streets of Virginia City; there was a disregard for the law, especially by the drunken miners.</li> <li>• Source E says that Montana was now organising itself and had established a system to enforce law and order; it had also set up a system of courts where judges and juries passed sentence on law breakers.</li> <li>• Both attempt to explain the situation relating to law and order, providing contrasting views about respect for the law.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D describes the lawlessness seen in mining towns like Virginia City.</li> <li>• Source E describes the system put in place to manage law and order and punish law breakers.</li> <li>• The authors have different viewpoints.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>• The sources say things about law and order.</li> <li>• They talk about Virginia City.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
5	<p><b>Study <u>all</u> the sources (A, B, C, D, E, F, and G).</b></p> <p><b>‘By 1880 little progress had been made to end the lawlessness associated with the West.’ To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the argument Yes = Sources A, C, D, G. No = Sources B, E, F, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and reasons for it.</li> <li>• Formulates a reasoned conclusion – while there were many instances of lawlessness across the West, attempts had been made by 1880 to establish systems to uphold law and order, and to establish systems and procedures to hunt down, arrest, put on trial and punish those who broke the law. Source A supports the hypothesis by showing a shoot-out outside a saloon bar in a cow town; cow towns had reputations for being wild places and the painting shows cowboys using pistols and rifles, with men being wounded and possibly killed. Source C comments upon the many instances of lawlessness associated with the Lincoln County War of 1877–79, when the authorities struggled to stop outrages of violence and criminal activity. Source D describes the lawlessness seen in mining towns, with the disrespect for the law shown by many miners, particularly those getting drunk in the saloons. Source G comments that although law officers were in place they were too few in number to control such vast areas and also not all the law officers were honest in carrying out their work. However, while such instances of lawlessness did take place, they were not everyday occurrences. Source B shows a system of law enforcement officers were in place, and officers like marshals and sheriffs had specific roles and responsibilities. Source F shows how by 1873 a system of territories had been set up across the West and Source E shows how, within those territories, formal systems were put in place to administer law and order. In the case of Virginia City in Montana, there were law officers and a court system with judges and juries to ensure the ‘law reigned supreme’. Source G supports this by commenting on the growth of local government, the appointment of law enforcement officers and an appropriate system of judging those arrested to determine innocence or guilt. The sources therefore reflect varied views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge <u>and</u> evaluation.</li> <li>• Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul>	15

Question	Answer	Marks
5	<p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Some of the sources confirm that lawlessness was common across the West; Source A shows a shooting in the street of a cow town; Source C refers to the lawbreaking associated with the Lincoln County War; Source D describes the lawlessness often found in mining towns; and Source G comments upon the lack of sufficient law officers to cover such a vast area of the west.</li> <li>• Some sources suggest that systems were in place to maintain effective law and order; Source B shows that law officers like marshals had distinct roles; Source F notes that Territories had been set up by 1873 and with this had come the establishment of systems to administer the law (Source E); Source G comments upon the growth of local government and the appointment of law enforcement officers.</li> <li>• Can refer to the operation of vigilante groups in some areas due to the failure of the official system to tackle instances of lawlessness – lack of sufficient officers and sometimes corrupt law officers.</li> <li>• Some of the sources offer one-sided viewpoints such as Source C which exaggerates the level of law breaking; Source D which exaggerates the violence in mining towns in order to justify vigilante activity and Source E which comments that law reigns supreme which was not the case.</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; <b>or</b> Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some sources confirm that lawlessness was quite widespread, especially in cow towns (Source A) and mining towns (Source D); there was also a ‘war’ fought in Lincoln County between the authorities and law breakers; there were not enough law officers to deal with the level of crime (Source G).</li> <li>• Some sources suggest that systems to enforce the law were in place; Source B describes the duties of Marshals; Source F shows how government had expanded with the setting up of territories; Source E describes the system of law enforcement in Virginia City; and Source G comments upon the spread of law enforcement across the West.</li> <li>• Many of the sources offer one-sided viewpoints (C), (D) and (E).</li> </ul>	

Question	Answer	Marks
5	<p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"><li>• Some of the sources confirm that lawlessness was common across the West and little was done to stop it.</li><li>• Some of the sources confirm that systems to enforce law and order were in place and generally worked well.</li></ul> <p><b>Level 1 (1–2 marks)</b> Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"><li>• Many people broke the law.</li><li>• The West was wild.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

## Depth Study B: The Women’s Suffrage Movement 1866–1920

Question	Answer	Marks
6	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about the actions of the suffragists in 1917? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source shows members of the National Woman’s Party picketing outside the White House in Washington in 1917. It shows women standing in a line, holding their flag and placards, one of which asks the President how long women are going to have to wait before they are granted the right to vote. The source shows that some suffragists were very active in holding non-violent protests to highlight their cause. The protesters are wearing hats and coats to keep warm which suggests they were prepared to protest whatever the weather and shows their commitment to the cause. The women are members of the NWP which was led by Alice Paul and they had commenced their picketing outside the White House in January 1917. Their aim was to persuade the President to change his stance on granting female suffrage. When war was declared in April 1917 the NWP voted to continue with its active campaigning and its members came to be seen as militants. They continued to protest throughout the war until 1919 and in all weathers. They became known as the ‘Silent Sentinels’. They followed a different approach to members of the NAWSA who suspended active campaigning in 1917 and supported the war effort.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It shows that some suffragists were actively campaigning for the suffrage cause.</li> <li>• It shows members of the NWP picketing outside the White House.</li> <li>• They are holding a banner which asks the President how long women will have to wait before they are given the vote.</li> <li>• The suffragists were carrying out a form of non-violent protest.</li> <li>• They had been picketing since 1917, throughout the war years.</li> </ul>	6

Question	Answer	Marks
6	<p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"><li>• The source shows suffragists picketing outside the White House.</li><li>• They are holding a banner asking how long women will need to wait until they are granted the right to vote.</li><li>• It shows they took part in non-violent protests.</li></ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"><li>• It shows women holding a banner.</li><li>• They are standing outside a large house.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
7	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the role played by the National Woman’s Party in the campaign to extend the vote to all women? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is useful as it suggests that the NWP had played a very important role in helping to persuade politicians and the public at large, to favour the passing of the Nineteenth Amendment which extended the vote to all women. Walter Clark was a Supreme Court Chief Justice of North Carolina and so occupied an important position in the legal system. His opinion carried weight and it was his belief that had it not been for the methods adopted by Alice Paul and the NWP then the Nineteenth Amendment would not have been voted for in June 1919. Without their actions the vote would have been delayed by several years. While the source is useful in acknowledging the part played by the NWP its usefulness is limited. Clark does not spell out what he means by ‘the methods you adopted’. Historians would have to assume he was referring to the non-violent policy of civil disobedience which involved such actions as picketing and holding demonstrations. The source does not consider the bigger picture such as the leadership of other suffrage groups and leaders, the impact of the militant actions of NWP members, their imprisonment and media coverage. The source is therefore limited in its range, and this affects its usefulness to the historian.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful as it is the view of Walter Clark, the Supreme Court Chief Justice for North Carolina, who was an important person.</li> <li>• Clark is saying that the NWP, through its methods of campaigning, helped to persuade politicians to vote in favour of the Nineteenth Amendment.</li> <li>• Clark believes that without the actions of the NWP the Amendment would not have been voted on for several years after 1919</li> <li>• The account is narrow in its focus and lacks specific details of what the NWP actually did.</li> </ul>	7

Question	Answer	Marks
7	<p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"><li>• The source says that the NWP was important in helping to persuade politicians.</li><li>• The methods the NWP followed had worked and the Nineteenth Amendment was voted for.</li><li>• The author does not say what methods the NWP used as part of their campaigning.</li></ul> <p><b>Level 1 (1 mark)</b> Answer that offers a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• It says it was a great triumph.</li><li>• It was won by the methods adopted.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
8	<p><b>Study Source C.</b></p> <p><b>How accurately does this source portray the attitude of President Wilson towards women’s suffrage? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is dated June 1918 and is part of an address made by President Wilson to the US Senate in an attempt to persuade them of the need to support him in giving the vote to all women across America in federal elections. At the time women had the right to vote in some States but only in State elections. The source might be regarded as an accurate expression of Wilson’s viewpoint in mid-1918. He acknowledged the important role they had played while America was at war, and he used this fact as the basis of his argument to persuade the Senate to vote for an amendment. However, prior to this time Wilson had demonstrated little support for the suffrage cause and had ignored the protests outside the White House as shown in Source A in 1917. As such, the accuracy of Wilson’s view expressed about female suffrage in Source C might be questioned. Instead, it might be argued that it was politically expedient. On the other hand, Wilson’s view may be sincere as he was fully aware of the important role played by women after one year of war.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source quotes part of an address made by President Wilson to the Senate in June 1918.</li> <li>• It shows that Wilson was at that time in favour of granting the vote to all women across America.</li> <li>• Wilson is saying that women had played an important role in the war effort and therefore deserved to be rewarded with the right to vote.</li> <li>• The source only provides evidence of Wilson’s attitude in June 1918; it does not tell us what his attitude was before this time; this will affect its reliability because the President could be just saying this to obtain political support.</li> </ul>	7

Question	Answer	Marks
8	<p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source says that President Wilson believes that women should be granted the vote.</li> <li>• He wanted to reward them for their contribution to the war effort.</li> <li>• He thought the time was right to give them the vote.</li> <li>• It is reliable as the President is telling the Senate what he believes.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• President Wilson is talking.</li> <li>• Women should have the vote.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
9	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their view of how the campaign for female suffrage should proceed following America’s entry into the First World War? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources present very contrasting views of how the campaign for female suffrage should be run during the war years. Source D represents the view of the National Woman’s Party led by Alice Paul. It is part of a speech delivered by Florence Hilles, a founder member of the NWP, at an assembly of the Party held in March 1917, a month before America entered the First World War. Hilles says that the Party should not be distracted away from its primary role, to secure the enfranchisement of all women. The Party needs to concentrate its efforts on this campaign. The Party voted not to get involved in war work and instead increased its direct campaigning by starting a picketing programme in early 1917. This was in sharp contrast to the standpoint adopted by the National American Woman Suffrage Association in Source E. Led by Carrie C. Catt, this Party decided to suspend its direct campaigning while the country was at war, and instead concentrate its efforts upon supporting the war effort. Its members were encouraged to take up war work. They hoped that this would be the best way to help win them the support of politicians, hence the reason why Helen Gardener, a vice-president of the NAWSA, was writing to President Wilson in July 1917. The two sources represent the different approaches adopted by the two suffrage movements, the NWP and the NAWSA. Source D shows how the NWP dismissed the war and continued its active campaigning, while in Source E the NAWSA changed its policy to support the war effort. Both believed that their actions were correct, and both believed that such action was the best way to win political support. Hilles’ view was expressed before the US had entered the war when its demands were unknown, but Gardner was writing after the US had entered the war and patriotism was paramount. The circumstances of the time and the attitudes of the authors (and their standpoints) help to explain the reasons for such contrasting standpoints.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
9	<p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D represents the view of the NWP which believed in active campaigning, putting all the Party’s energy into the fight to obtain the vote for all women; the Party chose not to get involved in war work or to campaign either for or against the war.</li> <li>• Source E represents the view of the NAWSA which decided to suspend its policy of active campaigning for female suffrage and instead to concentrate its energies on supporting the war effort; its members took to war work.</li> <li>• Both Parties believed that their approach was best and through their actions they would be able to persuade politicians that women were worthy of being granted the vote; one actively supported the war effort, the other adopted a neutral stance to the war. They were opposites because the two Parties believed in following different methods of campaigning.</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D says that the NWP should put all its efforts into pushing for the extension of the franchise to include all women; nothing else matters.</li> <li>• Source E believes that the NAWSA should support the war effort and its members should undertake essential war work; this would help to win support from politicians.</li> <li>• The sources have opposite standpoints because the two parties believed in different methods of campaigning to achieve the for the vote for women.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D says that the NWP should continue campaigning to get the vote for all women.</li> <li>• Source E says that the NAWSA should stop its active campaigning and support the war effort.</li> <li>• The two sources differ in how the female suffrage campaign should be operated while America was at war.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>• They had different views on what to do.</li> <li>• They did different things.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
10	<p><b>Study <u>all</u> the sources (A, B, C, D, E, F, and G).</b></p> <p><b>‘The direct involvement of women in the war effort was the main factor in persuading politicians to vote for the Nineteenth Amendment.’ To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = C, E, F. No = A, B, D, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – some of the sources stress the importance of work done by females in support of the war effort; in Source C President Wilson is praising the contribution of women to the war effort; he says that the war could not be fought without the active support and contribution of females who have joined the workforce, and for this they deserve to be rewarded with the vote; Source E shows that members of the NAWSA were active in war work, putting aside their political aims in order to support the war effort, which they hoped would be recognised by politicians; Source F shows a photograph of a female nursing staff about to go off overseas, supported by members of the NAWSA. However, some of the sources suggest that other factors were also important in helping to persuade politicians in favour of passing the Nineteenth Amendment; Source A shows members of the NWP picketing outside the White House in 1917, a campaign they ran throughout the war; by their actions they hoped to shame the President into changing his mind to support female suffrage; Source B praises the NWP for their direct action which, claims the author, was a key factor in securing the Amendment; Source D also shows how the NWP concentrated all its efforts upon direct campaigning for the vote for all women, ignoring all other issues; this enabled them to concentrate all their energies into one cause; Source G highlights leadership qualities of Carrie Catt of the NAWSA and the impact of her ‘Winning Plan’ strategy; her leadership won support from politicians. The sources therefore reflect views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge and evaluation.</li> <li>• Formulates a conclusion – the information given in the sources is one-sided and does not provide the big picture; therefore the overall judgement will be dependent upon which sources will have been viewed.</li> </ul>	15

Question	Answer	Marks
10	<p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Some of the sources stress the significance of women’s support for the war effort and the impact it had upon politicians; in Source C President Wilson praises women’s contributions to the war effort which he says deserves to be rewarded with the vote; Source E comments upon how members of the NAWSA were actively engaged in war work.</li> <li>• Some of the sources highlight the importance of other factors; Source A shows members of the NWP picketing outside the White House in 1917; in Source B the author praises the campaigning work of the NWP which helped to persuade politicians to vote for the Amendment; Source D shows how the NWP concentrated its efforts during the war years solely on active campaigning for the vote; Source G highlights the contribution played by Carrie Catt of the NAWSA and the impact of her ‘Winning Way’ strategy.</li> <li>• Some of the sources offer one-sided viewpoints; Source D is the view of a founder member of the NWP who believes her Party is following the correct path; Source E is the view of the vice-president of the NAWSA who believes her party is following the correct path.</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; <b>or</b> Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some sources support the view; Source C says women deserve to be rewarded for their work; Source E says members of the NAWSA are very involved in war work and Source F shows members of the NAWSA supporting a nursing group about to go off to war.</li> <li>• Some of the sources suggest other factors were important; Source A shows the picketing undertaken by members of the NWP; Source B praises the actions of the NWP in highlighting the suffrage cause; Source D shows how the NWP directed all its efforts to campaigning; Source G comments upon the leadership skills of Carrie Catt.</li> <li>• Some of the sources offer one-sided viewpoints – (Sources D, E).</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Several of the sources confirm that women’s support for the war effort was important; their willingness to get jobs helped to keep the country going and won the support of politicians.</li> <li>• Several of the sources suggest that other factors were important; some campaigning such as picketing continued, and this helped to keep people aware of the need to give the vote to women.</li> </ul>	

Question	Answer	Marks
10	<p><b>Level 1 (1–2 marks)</b> Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"><li>• Women were important.</li><li>• They helped get things done.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

## Depth Study C: USA and the World 1880–1917

Question	Answer	Marks
11	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about the response to President Wilson’s call to enlist in early 1917? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source shows that there was enthusiasm from some, especially young middle class men, to enlist. The photograph shows a group of young men from New York City who are boarding a train in order to enlist in the US army. The men look young, they appear to be in good spirits, and they look pleased to be joining up to serve their country. One of the men, slightly older looking, is dressed in military uniform and he was likely to have been the recruiting officer. Large numbers of men were needed to help increase the size of the US army. The source suggests that active measures were being taken to draft men into the armed forces. While there was initial enthusiasm to enlist following the declaration of war on April 4<sup>th</sup> 1917, the number of men who volunteered was not as high as the government had hoped for and so on May 18<sup>th</sup> 1917, the Selective Services Act was passed which introduced compulsory subscription. The source shows the process of recruitment in action and helps to provide a picture of what was being done to prepare for war.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It shows a group of young men boarding a train in order to enlist in the US army.</li> <li>• One of the men is dressed in military uniform; he was probably the recruiting officer.</li> <li>• It shows the initial enthusiasm of men to join up and fight for their country.</li> <li>• The government was later forced to bring in conscription to increase the number of men entering the army.</li> <li>• The source shows that America was actively preparing for war in the spring of 1917.</li> </ul>	6

Question	Answer	Marks
11	<p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• The source shows a group of young men who have just signed up to join the US army.</li> <li>• They all look happy to be joining up to fight for their country.</li> <li>• They are getting on to a train which will take them to their army base.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• It shows men waving their hats.</li> <li>• They look happy to be getting on the train.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
12	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying public reaction to the possibility of war breaking out between the USA and Germany? Explain your answer using details from the source <u>and</u> your own knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is useful because it provides information on the reaction from the city of Racine in Wisconsin. The source is dated April 4th and is a response to the appeal made by President Wilson on April 2nd for a declaration of war to be made against Germany. It records the feeling of a crowd of people who attended a meeting in the city auditorium the previous day. It records that, overall, the crowd showed no enthusiasm for any US involvement in the war in Europe. It says that when a request was made for men to volunteer to enlist into the army, only seven men stepped forward. There was little support for such engagement. The author of the source wrote this note to Senator Robert M. La Follette of Wisconsin, a Senator who had voted against Wilson's request for war on April 2nd. While the source is useful in providing evidence of public opinion, it is an isolated report and does not provide the big picture of public opinion across the country, and especially in the cities of the east coast. Also, the author has written this note as a support to Senator La Follette, confirming that public opinion is behind his opposition to a declaration of war. The narrow focus of the source therefore limits its usefulness to the historian.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful as it suggests that not all Americans welcomed the idea of going to war.</li> <li>• There was little enthusiasm for war amongst the crowd who attended a meeting in the city of Racine.</li> <li>• Very few men stepped forward to volunteer to join up.</li> <li>• It was a note supporting the Senator of Wisconsin who had voted against President Wilson's request for a declaration of war.</li> <li>• The source is limited as it does not give the big picture and does not provide any information on public feeling across other areas of the USA.</li> </ul>	7

Question	Answer	Marks
12	<p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful because it talks about a public meeting.</li> <li>• It says that there was no enthusiasm for war and few men stepped forward to volunteer to join the army.</li> <li>• It only gives the anti-war feeling.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It says people went to a meeting.</li> <li>• There was no enthusiasm.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
13	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of public feeling in America towards the war in Europe?</b>  <b>Explain your answer using details from the source <u>and</u> your own knowledge.</b></p> <p><b>Level 4 (7 marks)</b>  Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is part of an advert which appeared in the <i>Seattle Daily Times</i> newspaper in late March 1917. It is anti-war in its message, commenting that President Wilson was re-elected on the promise that he would keep America out of the war – which is a reliable assertion of why many voted for Wilson in November 1916 – and a promise he needs to keep. The source implies that the general feeling of the American people is that they do not want war and to support that claim the source outlines the horrors that will result if America does get sucked into the war. It refers to the needless loss of the lives of young American men, causing many families to lose their adult males; the advert was placed by the Emergency Peace Federation whose aim was to campaign for the continuance of the policy of neutrality. It is reliable as it shows the anti-war feeling that existed at that time and illustrates that action had been taken to found a group which aimed to end the war and secure peace. It might be argued that opposition in Seattle to the US entering the war was widespread as for many people living there the war in Europe seemed remote and they were less inclined to see the point of intervention. Further, it might be regarded as reliable in terms of the language used and the sentiment expressed, for example, the claim that people were ‘being stampeded into war’ as only a few months earlier the US had been neutral. However, is also no information as to the accuracy of this claim that most Americans did not want war. When Congress did declare war, public opinion supported this decision which casts doubt on the reliability of the claim made in the source. As such it might be argued that the views of the Emergency Peace Federation were not representative of public opinion as a whole.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
13	<p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source says that many Americans did not want their country to get involved in the war in Europe; they want President Wilson to keep his promise of keeping America out of the war.</li> <li>• It says that the lives of many young men would be lost and families broken; for this reason America should stay out of the war.</li> <li>• It is an anti-war advert produced by the Emergency Peace Federation; it is very one-sided in its argument.</li> <li>• The source only references the possible attitude of Seattle, and it is not clear how widespread this anti-war feeling actually was.</li> <li>• The is reliable in showing the viewpoint of those who aimed to secure peace, but its viewpoint is narrow in its focus.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source states that the people of America do not want war.</li> <li>• President Wilson had promised to keep America out of the war.</li> <li>• It was an advert in a newspaper in March 1917.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• People do not want war.</li> <li>• It is from a newspaper.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
14	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their view over whether the US Government should declare war on Germany? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources project very contrasting views about whether the US Government should declare war on Germany. Source D represents the view of President Wilson who was addressing a joint session of Congress on April 2<sup>nd</sup>, in which he was explaining his reasons as to why he thought it necessary to declare war. Wilson stated that the actions of the German government in adopting a policy of unrestrictive submarine warfare was wrong. It was affecting many neutral countries, including America, and needed to be stopped. He also asked that Congress vote to take action to get the country prepared for war. Wilson’s speech was intended to persuade; the argument was one-sided as he needed to convince both houses of the need to support his proposed declaration of war. This contrasts sharply with the view expressed in Source E which is the view of a Republican Senator, George Norris, who voted against Wilson’s proposal. Norris believed that America should stay out of the conflict in Europe, and he believed that the American public had been manipulated. Powerful figures in business, finance and manufacturing had made large sums of money from supplying goods to the countries of Europe at war and were set to make even more money if America entered the war. He believed that the newspapers were involved in a propaganda campaign to convince the public of the need for war. Norris was one of the few Senators to vote against Wilson’s proposal and, like Source D, he presented a one-sided argument. The beliefs and standpoint of both authors therefore explains why the viewpoints contrast so sharply.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
14	<p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D is the view of President Wilson who was trying to persuade both houses of Congress to vote in favour of a declaration of war against Germany; he argued that Germany’s actions in using unrestricted submarine warfare to attack ships of neutral countries was wrong and needed to be stopped; he believed that America should enter the war to help bring the conflict to an end.</li> <li>• Source E is the view of a Republican Senator, George Norris, who voted against Wilson’s proposal; he claimed that the reasons put forward by Wilson were not justified and that the American public had been manipulated; powerful figures in business had gained from supplying goods to Europe and would gain even more if war was declared; newspapers were using propaganda to help sell the message of the need to enter the war.</li> <li>• Both sources are one-sided and represent contrasting viewpoints; Source D is the view of the US President who wanted Congress to vote in favour of entering the war; Source E is the view of Senator Norris who believed the country should stay out of the conflict in Europe.</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D appeals to members of Congress to do as the President asked and vote to declare war on Germany; German attacks on shipping needed to be stopped.</li> <li>• Source E believed America should not enter the war and that the American public had not been told the truth; manufacturers and newspapers were attempting to persuade them that it was the right thing to do.</li> <li>• The sources offer very contrasting views; one is trying to justify the need to declare war; the other warns against this, saying that the reasons presented were not accurate.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D asked for Congress to vote to declare war and take America into the war in Europe.</li> <li>• Source E was against America entering the war and did not believe the arguments put forward by Wilson and others.</li> <li>• The sources are very different in their views.</li> </ul>	

Question	Answer	Marks
14	<p><b>Level 1 (1–2 marks)</b> Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"><li>• Both sources say different things about what should be done.</li><li>• They do not agree.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
15	<p><b>Study <u>all</u> the sources (A, B, C, D, E, F, and G).</b></p> <p><b>‘Americans were supportive of their Government’s declaration of war against Germany in April 1917.’ To what extent do you agree? Explain your answer using details from all the Source <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = A, D, E, F, G. No = B, C, E, G</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – the sources suggests that public opinion was mixed over the declaration of war in April 1917. Some sources suggest that there was popular support for America’s entry into the war. Source A shows a group of young men from New York city enrolling into the US army; they look very enthusiastic and happy to be joining up to fight for their country; Source F shows a parade held in Seattle in June 1915 by a group called the Preparedness Movement; their aim was to persuade the government to take active steps to prepare for war; the large crowds lining the streets suggest this was a popular and supported cause. Source G states that while there was some initial lack of enthusiasm and men were slow to volunteer, the general mood quickly changed to one of support and a show of US patriotism. Source D does not directly express a view either way but does highlight the threat posed by unrestrictive submarine warfare exercised by Germany, a factor used by those calling for war. However, some of the sources suggest that there was widespread concern and a lack of enthusiasm. Source B comments that in the city of Racine in Wisconsin the mood was not supportive; there was no enthusiasm for war and very few men stepped forward to volunteer; Source C is an anti-war advert which plays on the fact that President Wilson was re-elected on the promise that he would keep America out of the war; the source says that this is what people want and Wilson must stick to his promise; Source E is the view of Senator Norris who was totally against US involvement in the war; he argues the while the American people appear supportive that is because they have been misled by interested parties; manufacturers and newspapers have presented false information to persuade public opinion to be supportive. The sources therefore reflect views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge <u>and</u> evaluation.</li> <li>• Formulates a conclusion – the information given in the sources can be one-sided and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul>	15

Question	Answer	Marks
15	<p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Some of the sources suggest that there was popular support; Source A shows a group of enthusiastic young men from New York who are about to enlist; Source F shows a Preparedness Day Parade in Seattle watched by large crowds supporting them; Source G states that after some initial lack of enthusiasm the American public came to be supportive and patriotic.</li> <li>• Some of the sources suggest that there was a widespread lack of enthusiasm; Source B comments that there was little support in the city of Racine and few men stepped forward to volunteer; Source C is an anti-war advert claiming that the people want Wilson to keep to his promise of keeping America out of the war; Source E is the view of Senator Norris who was very against US involvement in the war, saying that interested parties had shaped public opinion.</li> <li>• Many of the sources offer one-sided viewpoints such as Source C which is anti-war in its standpoint, being written by the Emergency Peace Federation; Source D is an attempt by the President to persuade Congress to support his request for a declaration of war and is very anti-German in its tone; Source E is the view of Senator Norris who was totally opposed to any involvement; claiming that the American people had been misled.</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; <b>or</b> Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some of the sources are supportive; Source A shows young men enthusiastic to be enlisting; Source F shows support for the Preparedness Movement; Source G talks about the rise of patriotism and acceptance of involvement.</li> <li>• Some of the sources suggest there was no enthusiasm; Source B states that few in Racine wanted war and few men were willing to join up; Source C states that the American people do not want war; Source E is the view of a Senator totally opposed to involvement.</li> <li>• Many of the sources offer one-sided viewpoints such as (C), (D), and (E).</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Some of the sources support the view that most Americans were supportive and backed the decision to declare war.</li> <li>• Some of the sources suggest there was little enthusiasm; there were strong feelings against any involvement and a hope that America would stay out of the war.</li> </ul>	

Question	Answer	Marks
15	<p><b>Level 1 (1–2 marks)</b> Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"><li>• America should go to war.</li><li>• Some people could not decide.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

## Depth Study D: American Society and Popular Culture c.1920–1970

Question	Answer	Marks
16	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about events at Kent State University in 1970? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is a photograph showing an event on the campus of Kent State University, Ohio, which took place in May 1970. It shows many students running away, some are attempting to hide behind cars, while others are lying flat on the ground. It shows the events which took place when National Guardsmen opened fire on a crowd of students who were protesting against US involvement in the war in Vietnam. At Kent State four anti-war demonstrators were killed and several others wounded. One of the protestors shown in the bottom left of the photograph looks as if they might have been shot as they are lying flat. The students were part of an anti-war demonstration and were protesting against the decision by President Nixon to extend the conflict in Vietnam into neighbouring Cambodia. During 1969-70 there were similar demonstrations in universities across America as students became more vocal in the protests against the war in Vietnam. The source shows that some of the student anti-war protests turned violent.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• The event took place on the campus of Kent State University in May 1970.</li> <li>• The source is a photograph showing students fleeing from gunshots being fired by National Guardsmen; the students were running away and some were attempting to find places to hide.</li> <li>• The students were part of an anti-war protest, a demonstration which was against the war in Vietnam.</li> <li>• The photograph shows that some of the student protests against the war resulted in violent scenes.</li> <li>• Similar anti-war demonstrations took place on university campuses across America in the late 1960s.</li> </ul>	6

Question	Answer	Marks
16	<p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• It shows students running away and some are attempting to hide.</li> <li>• The students are being fired on by Guardsmen.</li> <li>• This took place at Kent State University.</li> <li>• It shows that this demonstration ended in violence.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• People are running into the trees.</li> <li>• One person is lying on the grass.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
17	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the hippie culture of the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is very useful as it describes the scene at the Haight-Ashbury district of San Francisco in May 1968. It suggests that by 1968 this area was now in serious decline. The area looked like a slum, with rundown tenement blocks, drunks and drug addicts sitting and lying along the sidewalk, rubbish littering the street and gang culture operating. The scene was typical of slum area ghetto's seen in many US cities. The source suggests a decline in hippie culture in San Francisco following the 'Summer of Love' of 1967 and is useful as it provides historians with evidence that by 1968 the height of hippie culture had passed. Flower power was no longer seen in this area of San Francisco. Before this, hippies from across America had flocked to San Francisco which had developed as the centre of hippie culture, but by 1968 this was no longer the case. However, the source has its limitations as it only relates to the scene in the late 1960s and provides no information as to the hippie scene earlier in the 1960s when it was a busy, active centre of flower power and love. Historians would need to examine sources from earlier in the decade in order to get a full understanding of hippie culture in the 1960s. Further, the language and tone of the source suggests the magazine was conservative in its attitude to hippie culture and so throws doubt on its reliability.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• It is useful because it describes the area of the Haight-Ashbury district of San Francisco.</li> <li>• This was once the centre of hippiedom, the area of flower power and love.</li> <li>• By 1968 the area was in serious decline; the streets were full of drunks, drug addicts and gang members; the area had declined into a slum district. The hippies had left.</li> <li>• The source only refers to the situation in the late 1960s, after many hippies had moved on and left the area, causing it to go into decline.</li> <li>• Historians would need to look at other evidence from earlier in the 1960s in order to get a full understanding of the hippie scene in America.</li> </ul>	7

Question	Answer	Marks
17	<p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful as it describes an area of San Francisco which was associated with hippie culture.</li> <li>• It describes how the hippie scene was now in decline in this area; most of the hippies had left.</li> <li>• It suggests that the hippie culture was no longer as popular.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It is a city slum area.</li> <li>• It is home to drunks and drug addicts.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
18	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the experience of those who attended the Woodstock festival? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source represents the view of a teenager, Andrew Sideman, who was clearly very impressed by his visit to the Woodstock music festival in August 1969. The young person is full of praise and comments that the music helped to bond people together. He refers to the crowd of 300 000, bonding as one in an atmosphere of love and peace. Despite the rain, mud and hunger, the event was very worthwhile, and Sideman even suggests that it might be the start of a new era of love and peace. It is reasonable to assume this is a reliable account of the views of an impressionable teenager especially as they are typical of the idealism of youth in the 1960s. However, the account makes very generalised comments about everyone getting together and acting as one, in an atmosphere of love and peace. Written within days of the experience of visiting the festival he is viewing the event positively. Other accounts of what conditions on the site were like would help determine the reliability of the source.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source is the view of a teenager who was clearly very impressed by his visit to Woodstock.</li> <li>• He is saying very positive things about his experience at Woodstock; saying that the large crowd was very supportive and was enjoying the atmosphere of love and peace; despite the wet weather everyone was enjoying themselves.</li> <li>• The source provides the view of one teenager, but the view provided is very one-sided, just commenting upon what was good about the festival; it was written immediately after he returned home from Woodstock.</li> <li>• The source would need to be compared with other accounts of experiences at Woodstock in order to determine how accurate the view of the teenager was.</li> </ul>	7

Question	Answer	Marks
18	<p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source suggests that Woodstock was a great success and the teenager writing the account really had a good time.</li> <li>• He describes the large crowd as being supportive, enjoying the music despite the wet weather.</li> <li>• The reliability of the source can be questioned – it is the view of a teenager and is very one-sided in its tone.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It says the man had a great time.</li> <li>• It was a time of love and peace.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
19	<p><b>Study Source D and E.</b></p> <p><b>Why do these sources differ in their attitude to popular music? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources differ because they were written by two individuals who had opposing views about popular music and its influence. Source D is the view of Richard Corliss, a music critic who was writing in the conservative minded magazine <i>The National Review</i>. Corliss is full of praise for the latest track by the American rock group ‘The Beach Boys’. The track called ‘Good Vibrations’ was released in October 1966 and by April 1967 it had sold over a million copies. Corliss considered it to be an excellent track and praised the strength of its lyrics and the strong range of its pitch, harmonies and variations. The critic was clearly a lover of this type of popular music which was then sweeping across America. This contrasts sharply with the view expressed by Gordon McLendon who was writing in <i>Time</i> magazine in May 1967. McLendon was a member of the Clean Radio movement, and he was complaining about the negative influence the invasion of British songs were having on American society. By the mid-1960s British groups like The Beatles were becoming very popular in the US and their songs were selling millions of records. McLendon wanted to see this type of music banned from entering the US. He complained about the distasteful body language of the performers and the highly inappropriate lyrics of the songs which dealt with sex, sin and drugs. He was blaming the loose morals of American youth on the invasion of British music. The two authors held differing perspectives, the author of Source D being a serious music critic with good knowledge of what made a strong song, the author of Source E was very conservative in his viewpoint and wished to block such bad influences from being broadcast, believing British tracks to be the cause of a lowering of moral standards. The circumstances of the authors and their standpoints help to explain why their views differ so widely.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
19	<p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D was written by music critic Richard Corliss in an article published in the conservative magazine <i>The National Review</i>; Corliss was praising the ‘Good Vibrations’ track recently released by The Beach Boys; he considered it to be 3 ½ minutes of electric music, driven by strong lyrics, good harmonies and variations in pitch; he was full of praise for this type of music.</li> <li>• Source E is in sharp contrast and was written by Gordon McLendon, a Clear Radio advocate. Writing in <i>Time</i> magazine in May 1967 he was complaining about the invasion of British music which had swept across the US; he was particularly critical of the lyrics of British songs which he believed related to sex, sin and drugs; he also disliked the distasteful body language on stage; he wanted such songs to be banned from US radio.</li> <li>• Source D is the view of a music critic, an expert in popular music, who understood the appeal of bands and their songs; he knew what qualities sold records; Source E is the view of a conservative who believed the invasion of British music had contributed to the decline in moral standards among American youth; he wanted to stop such music from being played on American radio.</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D is the view of a music critic who was praising a new track released by The Beach Boys; he considered the new track ‘Good Vibrations’ to be excellent.</li> <li>• Source E is the view of a Clear Radio advocate who wanted to curb the influence of British music and wished to stop it being played on US radio; he blamed the lyrics of British songs for the decline in the moral standards of American youth.</li> <li>• The sources hold opposite viewpoints – one from a music critic, an expert on popular music, the other from a very conservative critic who was strongly against the British music invasion of the US.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D is praising the new track called ‘Good Vibrations’, saying it was an electric song deserving to sell well.</li> <li>• Source E is the view of a conservative critic, attempting to stop some songs from being played on US radio because of their bad language.</li> <li>• The sources are very different in their attitudes.</li> </ul>	

Question	Answer	Marks
19	<p><b>Level 1 (1–2 marks)</b> Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"><li>• Americans liked listening to music.</li><li>• The Beach Boys sang songs.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
20	<p><b>Study <u>all</u> the sources (A, B, C, D, E, F, and G).</b></p> <p><b>“The influence of popular music had the biggest impact upon American society during the 1960s.” To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = C, D, E, G. No = A, B, F, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – many of the sources confirm that music had a big impact upon American society in the 1960s; Source C highlights the impact of the Woodstock music festival first held in August 1969 and which attracted a crowd of over 300 000 people to listen to live performances by bands and solo artists; Source D refers to the influence of groups like The Beach Boys whose latest track ‘Good Vibrations’ had sold a million copies in just six months, suggesting that music played a big part in the lives of many Americans, especially the young; Source G considers music to be the bond that held people together; America’s young saw their concerns reflected in the lyrics of songs by singer songwriters like Bob Dylan and Janis Joplin which highlighted the concerns of the youth; Source E shows the negative influence of popular music, blaming the lyrics of songs which reference sex, sin and drugs, as the reason for the decline in moral standards among America’s youth. However, American society was not just affected by the music revolutions, other revolutions also had an impact. Source A shows student protest which became very active during the 1960s, especially relating to opposition to the war in Vietnam; in Source A university students protesting against the war are being fired on by National Guardsmen; Source B links to the hippie culture which became a powerful force in the mid-1960s, especially among young Americans, with San Francisco developing as the centre of the hippie scene; the movement had passed its peak by the late 1960s; Source F shows how fashion was a big influence upon the lives of many Americans, especially females and the young, who followed the new trends in clothing such as the mini skirt; Source G refers to some of the revolutions which influenced American society during the 1960s, referencing the anti-war movement, racial tensions relating to civil rights, and concerns over the Cold War. The sources therefore reflect views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul>	

Question	Answer	Marks
20	<p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge and evaluation.</li> <li>• Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Many of the sources suggest music was an important influence; Source C highlights the impact of music festivals like Woodstock which attracted large crowds; Source D references the impact of popular music, the new track by the Beach Boys selling over a million copies within six months; Source G considers music to be important in the lives of young people, a medium which identifies with their beliefs; Source E suggests that music had a negative impact, the sexual and sinful lyrics of songs causing a decline in moral standards among the young.</li> <li>• Some of the sources suggest that American society was also influenced by other movements; Source A shows student protest against the Vietnam War which sometimes resulted in violent scenes; Source B refers to the hippie culture, once centred upon San Francisco, and which had been popular especially with young Americans; Source F refers to the influence of fashion, the craze for new types of clothing such as the mini skirt; Source G refers to the influence of the anti-war movement, racial tension and fear relating to the Cold War.</li> <li>• Some of the sources offer one-sided viewpoints such as (C) a teenager blinded by this visit to Woodstock; (D) a music critic who only refers to the positives of the song and its lyrics; (E) a conservative Clean Radio advocate who was very critical of popular music, especially British music.</li> </ul>	

Question	Answer	Marks
20	<p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; <b>or</b> Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some of the sources highlight the impact of music; Source C shows how popular music festivals like Woodstock where; Source D shows how new songs by popular groups could sell millions of records within a short time; Source G comments on the attraction of music to young Americans who associated with the messages put out by the music; Source E considers the negative impact of music upon the youth of America.</li> <li>• Some of the sources identify other influences; Source A shows anti-war protests by university students; Source B refers to hippie culture and San Francisco; Source F identifies the influence of fashion; Source G refers to the impact of the anti-war movement, concerns over racial issues and the Cold War.</li> <li>• Many of the sources offer one-sided viewpoints such as (C), (D) and (E).</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Some sources confirm that music did have a big impact upon American society during the 1960s.</li> <li>• Some sources show that other influences had an impact upon American society and were popular.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>• Music was important.</li> <li>• Music was not important.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	